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ABSTRACT

This document contains abstracts of 47 projects conducted through Carl D. Perkins Vocational Education Act sex equity set-aside grants administered by the Vocational Gender Equity Office, Virginia Department of Education. The projects described are grouped in the following categories: (1) centers to serve single parents and homemakers; (2) programs to serve teenage parents; (3) programs for women to explore nontraditional trade and industrial careers; (4) programs for women to explore high technology careers; (5) mini-grants to eliminate sex bias and to enhance sex equity for men and women; (6) implementation of the Women in Nontraditional Careers curriculum; (7) a sex equity resource center; and (8) a statewide program to assist teachers and counselors in promoting vocational sex equity. Each two-page abstract provides information on project title, director, location, telephone number, time frame, funding level, objectives, procedures for implementation, and contributions to vocational education. (KC)

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VOCATIONAL GENDER EQUITY PROJECT ABSTRACTS

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Vocational Gender Equity

Virginia Department of Education

CE 053 261

VOCATIONAL

GENDER EQUITY PROJECT

ABSTRACTS

1987-88

Virginia Department of Education
P. O. Box 6-Q
Richmond, Virginia 23216-2060

ACKNOWLEDGMENTS

We appreciate the many hours of hard work contributed by Dr. Suzanne Helms in editing the abstracts and by Mrs. Betty Alexander in typing the material contained in this publication. They pursued and completed this task conscientiously and diligently.

Elizabeth M. Hawa, Supervisor
Vocational Gender Equity
March, 1988

FOREWORD

The Vocational Gender Equity Office, Virginia Department of Education, administers two set-a-sides available through the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524). The Act requires each state to expend 8.5% of the basic grant under Title II, Part A, to:

"1. provide, subsidize, reimburse or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials that will furnish single parents and homemakers with marketable skills;

2. make grants to eligible recipients for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills;

3. make grants to community-based organizations for the provision of vocational education services to single parents and homemakers, if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training and the characteristics of the participants;

4. make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible; or

5. provide information to single parents and homemakers to inform them of vocational education programs and related support services."

The Act also requires each state to expend 3.5% of the basic grant under Title II, Part A, for:

"1. programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

2. vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families;

3. support services for individuals participating in vocational education programs, services, and activities described in clauses (1) and (2) including dependent-care services and transportation."

In the current fiscal year (1987-88), Virginia is funding 47 projects with these two set-a-sides. Twenty of those projects -- regional centers to provide vocational education for single parents, homemakers, and displaced homemakers -- are funded with the 8.5% set-a-side. Twenty-seven projects are funded with the 3.5% set-a-side. The latter projects include seven programs serving young women who are teen-age parents, four programs to provide nontraditional opportunities for women in trade and industrial programs, five programs to provide nontraditional opportunities for women in high technology fields, eight mini-grants, a project to implement the Women in Nontraditional Careers (WINC) Curriculum, a resource center, and a statewide project to train teachers and counselors to work with others in promoting gender equity.

The grants were awarded through the competitive Request-for-Proposal (RFP) process. That process begins annually with an RFP announcement in early April and culminates with notification of grant awards in June and start-up July 1.

This publication contains abstracts for those 47 projects. The abstracts were submitted as a part of the project proposals and have been edited by the Vocational Gender Equity Office.

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CENTERS TO SERVE SINGLE PARENTS AND HOMEMAKERS

PROJECT: Single Heads-of-Households and Displaced Homemakers: Training and Placement Services

DIRECTOR: Ms. Judith Miller

LOCATION: Career Development Consultants, Ltd.
245 Newman Avenue
Harrisonburg, VA 22801

TELEPHONE: 703/434-8579

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,499.00

OBJECTIVES:

(1) To operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide referrals to basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in the designated community regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support network for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A massive recruitment effort, encouraging single parents and homemakers to use project services, will be conducted.

(2) Intake and assessment procedures will be conducted to determine participants' needs.

(3) Each participant will receive training in life skills and job-seeking skills.

(4) Job development/placement will be provided for participants.

(5) Assistance with child care and transportation will be provided for participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project is designed to assist single heads-of-households, homemakers, and displaced homemakers in their efforts to achieve job security for themselves and their dependent children. The services provided through this project will help program participants to overcome feelings of fear and insecurity and to gain information regarding training and employment options available through education and business/industry. The primary focus of this project is to provide vocational education and training leading to marketable skills for program participants by utilizing local vocational-technical facilities. It is hoped that this effort will benefit the participants, the business/industrial community, and the educational facilities. The participants will acquire skills to enable them to be productive members of society. The number of skilled workers available to the business and industrial community will increase. The community will become more aware of the services offered by vocational-technical centers. If participants select nontraditional programs, vocational sex equity will be promoted through the presence of more nontraditional role models.

PROJECT: JOBSIGHT: A Regional Center Serving Single Parents and Homemakers

DIRECTOR: Ms. Anne Stafford

LOCATION: Charlottesville Public Schools/FOCUS
213 Rugby Road
Charlottesville, VA 22903

TELEPHONE: 804/977-5627

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,901.73

OBJECTIVES:

(1) To operate JOBSIGHT, a regional center to serve 225 single parents and homemakers.

(2) To provide vocational education and training for 80 participants.

(3) To provide basic literacy instruction, as needed.

(4) To provide for the payment of child-care and transportation expenses for participants.

(5) To provide information and outreach throughout Planning District Ten regarding vocational education and training opportunities available through the center.

(6) To provide personal counseling, individual peer counseling, support services, and classes for participants.

(7) To require attendance by participants at weekly peer support group meetings.

(8) To conduct eight workshops for participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide center participants with training opportunities and job development/placement through the FOCUS Employment Services Program.

(10) To evaluate project activities through Family Service, Inc.

PROCEDURES FOR IMPLEMENTATION:

(1) JOBSIGHT will serve 225 single parents and homemakers.

(2) Eighty participants will be selected for vocational education/training programs.

(3) An opportunity to complete the GED will be provided for participants, where needed. Trained reading tutors will be available.

(4) Reimbursement of child-care and transportation expenses will be provided for participants, where needed.

(5) All media and agency resources will be utilized to locate eligible single parents and homemakers.

(6) Peer counseling, courses, and volunteer programs will be established to provide support services for participants. Weekly support groups will meet.

(7) Monthly workshops will be organized and conducted to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(8) Job development/placement will be provided for participants through the FOCUS Employment Services Program.

(9) An evaluation consistent with requirements of the Charlottesville Public Schools and the Department of Education will be conducted by Family Service, Inc.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The regional center will help single parents and homemakers gain access to community resources, change careers, learn new work skills, and receive professional assistance as they redirect their lives.

PROJECT: The Dabney S. Lancaster Community College Regional Center for Vocational Training of Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Ms. Patricia Bennett

LOCATION: Dabney S. Lancaster Community College
Route 60, West
P. O. Box 1000
Clifton Forge, Virginia 24422-1000

TELEPHONE: 703/862-4246

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,998.00

OBJECTIVES:

(1) To conduct outreach to 1,710 potential participants to determine 100 single parents, homemakers, and displaced homemakers who could benefit the most from vocational education and basic literacy instruction, where needed.

(2) To provide tuition and required instructional supplies for participants for a wide variety of degree and certificate vocational education programs, including business management, data processing, electronics, forestry, mechanical design, nursing, secretarial science, banking, clerk typist, electricity, heavy equipment, law enforcement, microcomputer operations, office management, steno-clerical arts, and welding.

(3) To provide basic literacy instruction leading to the GED, where needed, for participants.

(4) To provide transportation and child-care stipends, as needed, for participants.

(5) To provide information and outreach on related support services through linkages with community action groups, social service agencies, mental health clinics, etc.

(6) To provide personal, career, and preparation-for-employment counseling through individual, small group, and class-size activities.

(7) To provide a support group(s) and network by utilizing counselors to retain participants in the program.

(8) To provide individual, small-group, and class-size opportunities for participants to explore sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement assistance for participants through the Dabney S. Lancaster Community College JTPA Job Placement Office.

(10) To provide academic counseling and one-on-one tutorial assistance for participants.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Outreach/recruitment information will be prepared and disseminated.

(2) One hundred participants will be selected and enrolled in vocational education programs. Tuition will be paid and instructional supplies and tutoring will be provided during each quarter the participants are enrolled.

(3) Beginning with the first day of training, day-care and transportation stipends will be provided to enable participants to fully benefit from educational opportunities.

(4) Intensive individual and group counseling will be conducted as well as training in personal and career life skills, pre-employment preparation, job search/placement, sex-role stereotyping, and vocational sex equity.

(5) A support group(s) and peer counseling services will be provided.

(6) Final reports will be prepared and submitted to the funding source.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The individuals to be served by this center are in need of vocational education and training/retraining; however, they have not been able to gain access to such services because of the costs associated with tuition, supplies, day care, and transportation. As a result of their participation in the program, these individuals will become more self-reliant and will acquire the economic power that vocational education programs can provide.

PROJECT: PROJECT HOPE for Single Parents and Displaced Homemakers

DIRECTOR: Ms. Janet Tate

LOCATION: Danville Community College
1008 Main Street
Danville, Virginia 24541

TELEPHONE: 804/797-3553, Ext. 210

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,624.00

OBJECTIVES:

(1) To operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in the designated service region regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Single parents, homemakers, and displaced homemakers will be identified.

(2) Utilizing all the counseling resources of the project and the College, assessment of participants will be made to enable those participants to select appropriate career paths.

(3) Vocational education and training as well as basic literacy instruction will be provided through a variety of credit and non-credit activities at Danville Community College.

(4) Job development and placement activities will be conducted by the coordinator/counselor and other resource people at the College.

(5) Community activities will be held throughout the year in the form of workshops and seminars conducted by project staff and consultants on vocational sex equity and nontraditional job opportunities for men and women.

(6) Evaluation of the project will be completed by the coordinator/counselor and outside consultants.

(7) Funding linkages will be developed with other community agencies to sustain the program without additional vocational education funds.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The center provides a systematic way for vocational education to be delivered to those in desperate need of the same and a way for individuals to look at nontraditional, non-sex-biased career paths. The center is a resource for information on vocational education opportunities, including nontraditional programs. Moreover, the provision of basic literacy instruction will be enhanced in the service area.

PROJECT: Northern Virginia Center for Single Parents and Homemakers Employment Assistance

DIRECTOR: Ms. Judy Patton

LOCATION: Office of Adult and Community Education
Fairfax County Public Schools
Pimmit Hills Center
7510 Lisle Avenue
Falls Church, Virginia 22043

TELEPHONE: 703/893-1090

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,854.00

OBJECTIVES:

(1) To continue the Northern Virginia Center to serve 300 single parents and homemakers, including displaced homemakers, who are residing in the cities of Alexandria, Falls Church, and Fairfax and the counties of Arlington, Fairfax, Loudoun, and Prince William, and who are seeking employment.

(2) To provide vocational education and training leading to marketable skills for 100 participants in program areas to be determined by job-market conditions and participant aptitude.

(3) To provide basic literacy instruction, where needed, for participants to ensure that all are functioning with at least tenth-grade skills.

(4) To provide support services, such as transportation and child care, where needed, for participants.

(5) To provide participants with information on educational and job training opportunities (traditional and nontraditional), job-seeking skills/techniques, and job-market conditions.

(6) To continue support groups and a network for participants.

(7) To develop a greater awareness on the part of participants of sex equity issues and the relationship of these to their lives.

(8) To provide job development/placement and counseling for participants.

(9) To provide linkages with at least 40 employment/training opportunities for adults to facilitate referral of participants.

(10) To evaluate the success of participants in securing and retaining employment.

PROCEDURES FOR IMPLEMENTATION:

(1) The Northern Virginia Center will be continued at two locations: the Pimmit Hills Center and the Bryant Adult Center.

(2) Vocational education/training, which will enable participants to earn above minimum wage and maintain an acceptable standard of living, will be provided for 100 single parents and homemakers.

(3) Basic literacy instruction will be provided, where needed, for participants to ensure that all are functioning with at least tenth-grade skills.

(4) All participants will be provided information on sex equity issues, educational and job training opportunities, job-seeking skills/techniques, and job-market conditions.

(5) Support groups and a network will be continued for all new and continuing participants, and these groups will meet monthly.

(6) Pre-employment counseling on job-retention skills and follow-up counseling will be provided for participants.

(7) The inventory of community resources available for employment, education, training, job placement, and other services will be expanded.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The increasing number of single parents, homemakers, and displaced homemakers seeking full-time employment continues to necessitate the development of vocational education programs and services to meet the needs and interests of these target groups. This project provides a model for serving the needs of the target groups in a suburban community. These experiences will be documented in a final report that others can use in establishing such programs.

PROJECT: Germanna Regional Center for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Ms. Donna L. Prideaux

LOCATION: Germanna Community College
Box 339
Locust Grove, Virginia 22508

TELEPHONE: 703/399-1333

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To operate a regional center to serve the vocational education/training needs of single parents, homemakers, and displaced homemakers.

(2) To provide information on vocational education and community services available within the Germanna service region.

(3) To conduct assessments of participants to better serve and/or place participants in educational programs and basic literacy instruction, where needed.

(4) To provide information and outreach to target groups regarding vocational education and training programs leading to marketable skills.

(5) To provide a support group for participants.

(6) To provide personal, peer, and career counseling, as well as training in life skills development and pre-employment preparation, for participants.

(7) To provide an opportunity for participants, high school and college counselors, and vocational education faculty to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(8) To provide support services (including assistance with tuition/training fees, books, materials, child care, and transportation), where needed, for participants.

(9) To provide job development/placement opportunities for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Ongoing maintenance of a regional center will be provided.

(2) Outreach for recruitment of eligible candidates will be conducted.

(3) Each participant will be assessed for placement purposes, and an individual and academic profile will be developed.

(4) Support services (such as child care, transportation, counseling, and support groups) will be provided.

(5) Participants will be placed in vocational education classes, training programs, and basic literacy classes, where needed.

(6) Seminars on topics such as personal growth and career development will be provided.

(7) Two-day seminars on sex-role stereotyping and vocational sex equity will be conducted for participants prior to the beginning of each quarter.

(8) Job development/placement services will be provided.

(9) Final evaluation of the project will be conducted.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The Germanna Regional Center will provide resources enabling single parents and homemakers to receive information pertaining to vocational education and training/retraining opportunities. Moreover, the center will provide an opportunity for individuals, who might not otherwise have the financial means, to achieve job security through participation in the training programs. Participants will acquire marketable skills to compete in an ever-tightening job market. Participants will be provided support, knowledge, and guidance to help them build their self-confidence and job-seeking skills. Outreach will increase community awareness of the problems facing the target populations and the services provided by the regional center. Society as a whole will benefit from the increased productivity of the labor force.

PROJECT: Establishment and Operation of a Regional Single Parent/Homemaker Center on J. Sargeant Reynolds Community College's Downtown Campus

DIRECTOR: Ms. Erlene Carter-Dabney

LOCATION: J. Sargeant Reynolds Community College
Downtown Campus
P. O. Box C-32040
Richmond, Virginia 23261-2040

TELEPHONE: 804/786-1105

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $92,799.00

OBJECTIVES:

(1) To establish a single parent/homemaker center on the Downtown Campus of J. Sargeant Reynolds Community College.

(2) To enhance participants' marketability with employers by providing vocational education and training.

(3) To assess participants' academic preparedness and provide basic literacy instruction, where needed.

(4) To provide financial support for books, day care, and/or transportation, where needed.

(5) To provide information and outreach to single parents and homemakers in the Richmond metropolitan area regarding the College's vocational education programs and center support services.

(6) To provide quarterly individual and group sessions in personal and career counseling and training in parenting, life skills development, and pre-employment preparation.

(7) To provide leadership in the formation and facilitation of a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To enhance participants' success in seeking employment by providing job development/placement assistance to them.

(10) To enhance the credibility of the center and services by evaluating project activities, documenting results, and complying with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A single parent/homemaker center will be established and will house the staff and resource materials for personal, career, and/or job placement information.

(2) Participants will be required to be full-time (minimum of 12 credit hours) degree/certificate-seeking students. They will be counseled academically and will be advised by appropriate professionals.

(3) Academic placement tests in reading, English, and mathematics will be given to each participant to determine the level at which instruction is needed.

(4) Each participant will be eligible for assistance with tuition, books, day care, and transportation, where needed.

(5) All metropolitan area churches, community/civic organizations, and public housing courts will be notified of the program and support services available. Also, faculty and students will be notified.

(6) Ninety-minute group sessions will be presented each quarter to participants.

(7) The project director will organize participants into a support group. This group will plan an activity of interest each quarter and a one-day conference for Spring Quarter.

(8) Presentations will be conducted on sex-role stereotyping and vocational sex equity.

(9) Job vacancy information will be available to participants. Participants will be provided job-search tips, role-playing opportunities, and resource materials on preparing for employment. Referrals to jobs will be made by staff.

(10) All program sessions will be evaluated, and files will be maintained on each particpant. Documentation will be maintained to verify that objectives have been met and that budgetary expenditures have been made.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project will provide meaningful vocational education experiences for Richmond area single parents and homemakers. Hopefully, the insight gained through participation will lead to more enlightened, better informed parents, who are then in a position to pass along this newly acquired information to their children - a new generation headed toward better parenting, less sex bias in personal and career choices, and more personal development.

PROJECT: Women in Need of Skills (WINS) Project

DIRECTOR: Ms. Carol Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, Virginia 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,994.00

OBJECTIVES:

(1) To establish and operate at Mountain Empire Community College a regional center to serve single parents and homemakers, including displaced homemakers, in Scott, Lee, Wise, and part of Dickenson Counties.

(2) To provide 50 women during the thirty-two-week training period with vocational education and training leading to marketable skills.

(3) To provide basic literacy or developmental instruction for participants, as prescribed by individual ability assessments.

(4) To provide participants with an allowance for child care for their preschool-age children and an allowance for transportation.

(5) To provide information and outreach regarding the WINS project via linkages with cooperating community action groups, social service agencies, women's support groups, and others.

(6) To provide personal counseling, career counseling, life skills development, and pre-employment preparation for participants.

(7) To provide a support center for sharing and discussion among participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement services for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited through the use of flyers, brochures, news releases, and radio spots and through linkages with other community agencies/organizations.

(2) A personal and academic profile will be developed on each participant and will be used in determining placement in occupational and basic skills programs and in assisting students with goal-setting.

(3) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing, and basic skills needed for personal life management will be provided for participants.

(4) Resource people, including nontraditional role models, will make presentations on topics such as "Divorce Coping," "Math Anxiety," "Where the Jobs Are," "Positive Self-image Building," and "Comparable Worth."

(5) Participants will be enrolled in basic skills classes in reading, writing, spelling, and math, as needed, and will be encouraged to take GED tests if they lack a high school diploma.

(6) After determining abilities, interests, and career goals, participants will be enrolled in occupational education programs.

(7) A day-care allowance for the preschool-age children of program participants and a transportation allowance will be provided.

(8) Opportunities for sharing and discussion among participants will be provided, with planned workshops and discussion groups twice a month.

(9) Through linkages with business, industry, and community agencies, job development/placement will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the WINS project, vocational education leading to marketable skills (including vocational education in programs nontraditional for women) will be provided for single parents, homemakers, and displaced homemakers. These are people who otherwise might not be provided vocational education as well as related services (such as personal counseling, academic advising, life skills development, child care, and transportation). A notebook will be developed and shared with others who plan to serve these target groups in the future.

PROJECT: Establishment and Operation of a Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Linda Capone Claussen

LOCATION: New River Community College
Route 100
P. O. Drawer 1127
Dublin, Virginia 24084

TELEPHONE: 703/674-3600

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,836.00

OBJECTIVES:

(1) To continue to operate a center for single parents, homemakers, and displaced homemakers to serve the needs of the citizens of the City of Radford and the Counties of Montgomery, Pulaski, Giles and Floyd.

(2) To provide vocational education and training leading to marketable skills for 50 participants.

(3) To provide both written and oral information for participants on job market conditions in the New River Valley area, education and job training opportunities available at the community college, and job-seeking/job-retention skills.

(4) To provide counseling and referrals for participants to help them deal with personal needs, educational problems, and job search situations.

(5) To develop a support group system for participants that will serve the programming needs which the students have identified.

(6) To develop and publicize job opportunities for participants.

(7) To evaluate the success of the center's program periodically by analyzing the students' educational progress, job placement, and job retention.

PROCEDURES FOR IMPLEMENTATION:

(1) A larger site for the center will be established to include a library and a meeting area for participants.

(2) Extensive initial and on-going publicity about the center will be conducted, and a bi-quarterly center newsletter will be published.

(3) Pre-enrollment testing and tutoring work will be completed to ensure proper placement and success in a vocational certificate program.

(4) Counseling and career guidance will be provided during program selection. Referrals will be made in those areas which the counselor is not able to handle.

(5) Assistance with tuition, transportation, and child care will be provided.

(6) The center coordinator will work individually with participants, conduct workshops, and accept speaking engagements.

(7) Assessment of the perceived needs of students will be made by the counselor/coordinator, and a support group will be created to address these needs on a regular basis.

(8) To locate employment opportunities, linkages will be established with local industry, the Virginia Employment Commission, and the New River Community College placement staff.

(9) Academic achievement and success in gaining employment at the conclusion of this program of studies will be analyzed and assessed.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The center will provide an opportunity for more people to have access to vocational education/training. The development of a realistic and effective vocational education plan will help students develop long-range personal and occupational goals. The primary focus will be on the acquisition of both job-seeking and job-keeping skills, with consideration given to personal life skills.

PROJECT: Establishment and Operation of the Patrick Henry Community College Center for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Ms. Pamela Stokes

LOCATION: Patrick Henry Community College
P. O. Drawer 5311
Martinsville, Virginia 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents, homemakers, and displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in the Patrick Henry Community College service region regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) An educational and vocational assessment will be completed for a maximum of 165 single parents, homemakers, and displaced homemakers in Patrick Henry's service region (City of Martinsville, Henry County, Patrick County, and portions of Franklin County).

(2) Vocational instruction and job-seeking skills will be provided to individuals from this group who are the most likely to benefit from vocational education. Counseling, referrals, and educational opportunities for the remaining individuals also will be provided.

(3) Support services will include professional counseling, peer counseling, and tutoring. Referrals will be made to social service agencies; and child-care services will be provided when needed.

(4) Social service workers and heads of volunteer agencies will be contacted to facilitate referrals as needed.

(5) Semi-annual evaluations of program components will be completed. Questionnaires measuring the degree of participant satisfaction will be administered. These evaluations will provide information concerning program participants (single parents, homemakers, and displaced homemakers), the number of men and women in the program, the number of participants enrolled in nontraditional training programs, the number enrolled in traditional training programs, the number enrolled in basic literacy instruction, the number who obtained GED Certificates, and the number who attained employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

At the present time, Patrick Henry Community College has the only regional center for single parents, homemakers, and displaced homemakers within the Patrick Henry Community College service region. Continued funding for vocational education, career counseling, life skills development and an advocacy center will help to meet the needs of these individuals in the service area. In addition, with tuition, child-care, and transportation funds being made available, barriers to college participation can be eliminated. Those within the area tend to follow traditional, stereotyped careers and life styles. By providing career counseling, occupational assessment, and vocational education free of sex-role stereotyping, this project will significantly affect the lives of many individuals.

PROJECT: The Opportunity Center: Vocational Education and Support Services for Single Parents and Homemakers, Including Displaced Homemakers

DIRECTOR: Ms. Fran Flythe

LOCATION: Paul D. Camp Community College
P. O. Box 737
Franklin, Virginia 23851

TELEPHONE: 804/562-2171

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,945.00

OBJECTIVES:

(1) To establish and operate a regional center to serve single parents and homemakers, including displaced homemakers, in the cities of Franklin and Suffolk and the counties of Southampton and Isle of Wight.

(2) To provide vocational education and training leading to marketable skills for at least 75 participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide aid for day care, transportation and other support services, as needed, for at least 75 participants.

(5) To provide information and outreach to participants regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide at least one peer support group for participants that will involve a minimum of 25 persons.

(8) To provide at least one presentation and/or group counseling session per academic quarter for participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development and placement for participants.

(10) To evaluate project activities, document results and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Information and outreach, regarding the program will be provided to persons in the service region.

(2) Day care, transportation, and other support services will be provided, as needed.

(3) Personal counseling, career counseling, training in life skills development, training in pre-employment preparation, and exploration of sex-role stereotyping and vocational sex equity will be provided for participants.

(4) Vocational education leading to marketable skills and job development/placement will be provided.

(5) Project activities will be evaluated and documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The center will contribute to vocational education as a comprehensive model for other regions to adapt. Vocational sex equity will be promoted through this center, as participants are provided opportunities and encouragement to enroll in nontraditional programs. In addition, the center, through its advisory committee, will foster a cooperative relationship among the local community, the college, and business/industry that will enhance the achievement of vocational sex equity. The results of this project may be used to improve other vocational education programs by demonstrating ways in which the special needs of single parents and homemakers, including displaced homemakers, can and must be met to achieve vocational sex equity.

PROJECT: Equal Opportunities for Employability Program

DIRECTOR: Ms. Reba B. Bolden

LOCATION: Rappahannock Community College, South Campus
Glenns, VA 23149

TELEPHONE: 804/758-5324

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,979.00

OBJECTIVES:

(1) To continue to operate a regional vocational preparation program to serve 50 single parents, homemakers, and displaced homemakers seeking entry or re-entry into the job market.

(2) To provide participants with tuition and books for a wide variety of vocational education programs leading to marketable skills.

(3) To provide basic literacy instruction and GED preparation for participants.

(4) To provide support services, including day-care and transportation assistance, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in Gloucester, King & Queen, King William, Mathews, Middlesex, and New Kent Counties about the vocational education programs and support services provided by the program.

(6) To provide personal, group and career counseling, training in life survival skills, pre-employment preparation, and job-readiness skills for participants.

(7) To establish support groups for participants.

(8) To provide workshops for participants, counselors, and vocational education faculty to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement opportunities for participants.

(10) To provide support services necessary to enable participants to continue in their vocational education programs.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The Equal Opportunities for Employability Program will be maintained and staffed on the Glenns campus of Rappahannock Community College.

(2) Participants will be recruited through publicity and a community network.

(3) Participants' needs will be assessed through counseling and testing prior to enrollment in order to place them in appropriate curricula.

(4) Participants will be provided with vocational education as well as basic literacy instruction and GED preparation.

(5) Participants will be provided support services (such as group and personal counseling, group sessions, tutoring, referral services, and travel/child-care assistance).

(6) Participants will be provided pre-employment, job-readiness, and job-search skills as well as job placement assistance through linkages with businesses, industries, and community agencies.

(7) Workshops and seminars on sex-role stereotyping and vocational sex equity will be provided for participants. Also, sex equity awareness will be encouraged at the public school level.

(8) The project will be evaluated at the end of each quarter to make program adjustments. Results will be documented and reported to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The participants in this program will be single parents, homemakers, and displaced homemakers who live in a rural region characterized by high unemployment, low incomes, and few opportunities for vocational education. These people, mostly women, traditionally have been underserved by vocational education, particularly in the nontraditional employment areas. This project will give participants financial assistance with tuition, books, child care, and travel to help overcome the barriers that keep them from acquiring marketable skills. In addition, the center will help participants overcome psychological barriers that inhibit them from reaching their full potential. Vocational education and job-search training will enable participants to find employment in both traditional and nontraditional areas. The participants, by raising their own standards of living, will be improving the economic health of the community. By entering nontraditional careers, participants will contribute to changing the attitudes of the community about sex roles.

PROJECT: Equal Opportunities for Employability Program

DIRECTOR: Mr. Robert B. Worthy, Jr.

LOCATION: Rappahannock Community College, North Campus
P. O. Box 318
Warsaw, Virginia 22572

TELEPHONE: 804/333-4024

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,979.00

OBJECTIVES:

(1) To continue to operate a regional vocational preparation program to serve 50 single parents, homemakers, and displaced homemakers seeking entry or re-entry into the job market.

(2) To provide participants with tuition and books for a wide variety of vocational education programs leading to marketable skills.

(3) To provide basic literacy instruction and GED preparation for participants.

(4) To provide support services, including day-care and transportation assistance, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in Caroline, Essex, King George, Lancaster, Northumberland, Richmond, and Westmoreland Counties about the vocational education programs and support services provided by the program.

(6) To provide personal, group and career counseling, training in life survival skills, pre-employment preparation, and job-readiness skills for participants.

(7) To establish support groups for participants.

(8) To provide workshops for participants, counselors, and vocational education faculty to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(9) To provide job development/placement opportunities for participants.

(10) To provide support services necessary to enable participants to continue in their vocational education programs.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The Equal Opportunities for Employability Program will be maintained and staffed on the Warsaw Campus of Rappahannock Community College.

(2) Participants will be recruited through publicity and a community network.

(3) Participants' needs will be assessed through counseling and testing prior to enrollment in order to place them in appropriate curricula.

(4) Participants will be provided with vocational education as well as basic literacy instruction and GED preparation.

(5) Participants will be provided support services (such as group and personal counseling, group sessions, tutoring, referral services, and travel/child-care assistance).

(6) Participants will be provided pre-employment job-readiness and job-search skills as well as job placement assistance through linkages with businesses, industries, and community agencies.

(7) Workshops and seminars on sex-role stereotyping and vocational sex equity will be provided for participants. Also, sex equity awareness will be encouraged at the public school level.

(8) The project will be evaluated at the end of each quarter to make program adjustments. Results will be documented and reported to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The participants in this program will be single parents, homemakers, and displaced homemakers who live in a rural region characterized by high unemployment, low incomes, and few opportunities for vocational education. These people, mostly women, traditionally have been underserved by vocational education, particularly in the nontraditional employment areas. This project will give participants financial assistance with tuition, books, child care, and travel to help overcome the barriers that keep them from acquiring marketable skills. In addition, the center will help participants overcome psychological barriers that inhibit them from reaching their full potential. Vocational education and job-search training will enable the participants to find employment in both traditional and nontraditional areas. The participants, by raising their own standards of living, will be improving the economic health of the community. By entering nontraditional careers participants will contribute to changing the attitudes of the community about sex roles.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Shelia Wilson

LOCATION: Southside Virginia Community College
Christanna Campus
Route 1, Box 60
Alberta, VA 23821-9801

TELEPHONE: 804/949-7111

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $99,999.00

OBJECTIVES:

(1) To continue to operate the regional center for vocational preparation for single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in Brunswick, Greensville, Lunenburg, Mecklenburg, and Nottoway Counties regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling,, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement opportunities for participants.

(10) To provide support services necessary to retain participants in vocational education programs.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center on the Christanna Campus will be maintained and staffed.

(2) Vocational education/training and basic literacy instruction will be provided.

(3) The concepts of sex-role stereotyping and vocational sex equity will be explored.

(4) Support services, with specific attention toward day care and transportation, and counseling services, which include training in life skills development and pre-employment preparation, will be provided.

(5) Job development/placement opportunities and a support group will be provided for participants.

(6) The project will be evaluated, and results will be documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring and revitalization, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. These people, mostly women, traditionally have been underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project will help participants overcome biases that inhibit their ability to earn a living by providing vocational education and support services. By enlisting the cooperation of a number of community educational and service agencies, job placement/retention success should be high.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Melody Moore

LOCATION: Southside Virginia Community College
Emporia Campus
202 Hicksford Street
Emporia, Virginia 23847

TELEPHONE: (804) 634-9358

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To establish and operate a regional center for vocational preparation for single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in Greensville, Surry, and Sussex Counties and the City of Emporia regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants, local high school counselors, and vocational education faculty to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement opportunities for participants.

(10) To provide the support services necessary to retain participants in training programs.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Center staff will be hired and trained.

(2) Single parents, homemakers, and displaced homemakers will be identified.

(3) Assessment of clients will be conducted.

(4) Vocational education, training, and basic literacy instruction will be provided.

(5) Job development/placement will be provided.

(6) Community activities will be conducted.

(7) Evaluation of the project will be conducted, documented, and reported.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring and revitalization, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. These people, mostly women, traditionally have been underserved by vocational education, particularly in the subject areas nontraditional for their sex. This project will help participants overcome biases that inhibit their ability to earn a living by providing educational and support services. By enlisting the cooperation of a number of community educational and service agencies, the job placement/retention success should be high.

PROJECT: Southside Center for Vocational Preparation for Single Parents and Homemakers

DIRECTOR: Ms. Phyllis Ryan

LOCATION: Southside Virginia Community College
John H. Daniel Campus
Rt. 1, Box 15
Keysville, Virginia 23947

TELEPHONE: 804/736-8484

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To continue to operate the regional center for vocational preparation for single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in Amelia, Appomattox, Buckingham, Charlotte, Cumberland, Halifax, Lunenburg, and Prince Edward Counties regarding vocational education programs and support services provided by the center.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement opportunities for participants.

(10) To provide support services necessary to retain participants in training programs.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The present center on the John H. Daniel Campus will be maintained and staffed.

(2) Vocational education/training and basic literacy instruction will be provided.

(3) The concepts of sex-role stereotyping and vocational sex equity will be explored.

(4) Assistance with day care and transportation, counseling services, and training in life skills development and pre-employment preparation will be provided.

(5) Job development/placement opportunities will be provided.

(6) A support group for participants will be conducted.

(7) Project results will be evaluated and documented for reporting to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

While Virginia is undergoing economic restructuring and revitalization, single parents and homemakers, especially those who have been displaced, face deteriorating standards of living. Historically, these individuals, mostly women, have been underserved by vocational education, particularly in the subject areas nontraditional for their sex. This center will provide vocational education and support services to help participants overcome biases that inhibit their ability to earn a living. As a result of enlisting the cooperation of a number of community agencies, the placement and job retention success rate should be high.

PROJECT: Southwest Virginia Regional Center for Single Parents, Homemakers, and Displaced Homemakers

DIRECTOR: Ms. Pat S. Salyers

LOCATION: Southwest Virginia Community College
Box SVCC
Richlands, VA 24641-1510

TELEPHONE: 703/964-2555

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To continue to operate a regional center to serve single parents and homemakers, including displaced homemakers.

(2) To provide vocational education and training leading to marketable skills for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide support services, including day care and transportation, where needed, for participants.

(5) To provide information and outreach to single parents and homemakers in the designated community regarding vocational education programs and related support services.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development/placement for participants.

(10) To provide participants with the incentive for continuing vocational education through assistance with the financial aid process for enrollment at SVCC or other appropriate institutions.

(11) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The vocational assessment process will be completed for 100 or more single parents, homemakers, and displaced homemakers in SVCC's service area (Buchanan, Dickenson, Russell and Tazewell Counties).

(2) Instruction leading to marketable skills will be provided for 25 participants each quarter.

(3) Program linkages with education and social services agencies will be developed.

(4) Support for participants through child care services, transportation, peer counseling, professional counseling, and referral to other appropiate agencies for auxiliary services will be provided.

(5) Seminars/workshops concerning sex-fair career education will be conducted for elementary teachers and counselors.

(6) Workshops focusing on current issues affecting the participants' lifestyles and career preparation plans will be conducted.

(7) Special activities and services for older students will be developed.

(8) Bi-weekly contact with participants will be maintained.

(9) Quarterly evaluations of program operations will be completed.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Only since the funding of this center in 1985 has there been a unified mechanism to address the needs of and to bridge the barriers faced by single parents, homemakers, and displaced homemakers in this part of Southwest Virginia. The center will continue to improve the quality of life for scores of area citizens who might otherwise lapse into intergenerational repetition of traditional roles and a lifestyle in which unemployment and dependency are acceptable models. These funds are being used to transform unemployed, uncertain, and insecure persons into vocationally and socially prepared tax-paying citizens. Linkages with Pell grant funds, JTPA training contracts, and other sources of financial aid will extend the project's impact far beyond the capabilities of the immediate budget request. Wherever possible, project participants will be transferred from vocational education funds and provided continuing services through other sources of aid, thus opening slots for more individuals to be served by the project.

PROJECT: Operation of a Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Rosa Flores Galloway

LOCATION: The STEM Corporation
31 South Jefferson Street
P. O. Box 2790
Petersburg, Virginia 23804

TELEPHONE: 804/861-6402

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $100,000.00

OBJECTIVES:

(1) To continue the operation of the STEM Regional Center to serve 120 single parents, homemakers, and displaced homemakers from the Cities of Colonial Heights and Hopewell as well as those within the Counties of Dinwiddie and Prince George.

(2) To provide vocational education for 42 participants through enrollment in an existing program within one of the four school systems listed above.

(3) To provide basic literacy instruction for 15 program participants.

(4) To provide support services (such as day care and transportation), where needed, for participants.

(5) To provide information and outreach to single parents and homemakers regarding vocational education programs and related support services.

(6) To provide personal counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide support groups for participants.

(8) To provide ten instructional seminars to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To conduct job development/placement activities for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Center operations will begin with recruitment and outreach in cooperation with local school systems.

(2) Intake and assessment activities to determine participant needs will be conducted.

(3) Participants will receive training leading to marketable skills, with an emphasis on decision-making, problem-solving, and interpersonal skills.

(4) Participants will be provided career and personal counseling, peer counseling, and support group activities.

(5) Monthly workshops on the exploration of sex-role stereotyping and vocational sex equity for men and women will be provided.

(6) Individual counseling sessions to assist participants in the completion of educational programs will be provided.

(7) On-going monitoring and evaluation of participant progress will be documented and shared with participants on an individual basis.

(8) Evaluation of all activities will be documented and submitted to the Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The major benefit for the single parents and homemakers involved with the STEM Regional Center will be the provision of vocational education leading to marketable skills. The services of the center will be provided as a result of cooperative relationships with local agencies and will enhance the participants' personal and vocational goals. Through program participation, single parents and homemakers will develop employability skills necessary for their future survival in the labor market while becoming contributing members of today's society.

PROJECT: New Opportunities for Vocational Advancement (NOVA): A Regional Center to Serve Single Parents and Homemakers

DIRECTOR: Ms. Linda Mitchum

LOCATION: Wytheville Community College
1000 East Main Street
Wytheville, Virginia 24382

TELEPHONE: 703/228-5541 or SCATS 676-4121

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $95,223.50

OBJECTIVES:

(1) To establish and operate a regional center which will serve at least 50 single parents, homemakers, and displaced homemakers in the Wytheville Community College service area.

(2) To provide personal and career counseling, training in life skills development, and training in pre-employment preparation for participants.

(3) To provide basic literacy instruction, where needed, for participants.

(4) To provide vocational education leading to marketable skills for at least 50 participants.

(5) To provide support services (including assistance with day care and transportation), as needed, for participants.

(6) To provide information and outreach regarding vocational education programs and related support services to single parents and homemakers in the designated communities.

(7) To provide a support group for participants.

(8) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(9) To provide job development and placement for participants.

PROCEDURES FOR IMPLEMENTATION:

(1) A location for the center will be established on the College campus. The facility will include a meeting area and a library for participants. Recruitment for the program will be accomplished through the use of media and community agencies/organizations. The project staff will work with participants to develop career plans and set goals.

(2) Participants will be provided group and personal counseling. Enrollment in a three-credit career exploration course will be required of each participant.

(3) Basic literacy instruction will be provided, where needed, for participants.

(4) Based on individual needs, participants will enroll in developmental courses and degree or certificate programs.

(5) Transportation and child-care expenses will be provided, as needed.

(6) The public information officer will publicize the program and will make contacts to recruit students. Special programs or speakers will be made available to the public.

(7) Participants will meet regularly with the adult support group at the College.

(8) Programs dealing with sex-role stereotyping and vocational sex equity for men and women will be presented to the adult support group.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The program will enable the 50 participants to become more productive and less dependent members of society. The work of the adult support group will be strengthened, and greater awareness of vocational/technical opportunities will occur. The services of the center will be available to all single parents, homemakers, and displaced homemakers in the area.

PROJECT: YWCA Women-in-Transition Program

DIRECTOR: Ms. Marilyn Diaz

LOCATION: YWCA of the Tidewater Areas
253 W. Freemason Street
Norfolk, Virginia 23510

TELEPHONE: 804/625-4248

FUNDING LEVEL: $81,949.00

OBJECTIVES:

(1) To continue the operation of a center to serve single parents and homemakers, including displaced homemakers, in the Tidewater areas of Virginia.

(2) To provide program components that will include:

(a) vocational education and training leading to marketable skills;

(b) basic literacy instruction, as needed;

(c) personal and career counseling that will include life skills development and pre-employment preparation;

(d) identification of job opportunities for program participants;

(e) support services, such as day care and transportation, where needed;

(f) information/outreach and a reference library regarding the program and services;

(g) support groups and peer groups;

(h) follow-up systems.

(3) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effect on men and women) and vocational sex equity.

(4) To provide a volunteer training model for community volunteers who wish to assist with the delivery of services.

(5) To provide a training package for professionals who are under contract to assist with the delivery of services.

(6) To update the "Employer's Information Packet," designed to sensitize employers to the needs of the

target populations and to aid employers in being supportive in the workplace.

(7) To print a second edition of the Women-in-Transition Help Guide, which identifies resources and information for the participant or the interested supporter.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Information and outreach will be provided through the establishment and operation of an information service to the designated areas of the cities in this region.

(2) The volunteer training model will be updated, and volunteers for the project will be trained.

(3) Consultants who are conducting classes will be supplied with information concerning the special needs of the target groups.

(4) Mini-workshops will be conducted to allow participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity.

(5) Life skills development and pre-employment training will be provided.

(6) An informational package for working with and sensitizing employers to the needs of the target groups in the workplace will be developed.

(7) The Women-in-Transition Help Guide will be updated, printed, and distributed to public service agencies and concerned individuals or groups.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The YWCA Women-in-Transition Program made a significant difference to single parents, homemakers, and displaced homemakers who entered the program during the first two years. The participants were exposed to vocational education and training opportunities, and some enrolled in education/training programs. In addition, the YWCA has been afforded the opportunity to educate the community about vocational education through visits with employers and community groups as well as through television interviews.

PROGRAMS TO SERVE TEEN-AGE PARENTS

PROJECT: The Dabney S. Lancaster Community College Regional Center for Vocational Training of Young Women Who are Teen-age Parents

DIRECTOR: Ms. Gail Johnson

LOCATION: Dabney S. Lancaster Community College
Route 60, West
P. O. Box 1000
Clifton Forge, Virginia 24422-1000

TELEPHONE: 703/862-4246

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $49,969.00

OBJECTIVES:

(1) To prepare and disseminate information related to the program to young women who are teen-age parents and who are dropouts or potential dropouts.

(2) To provide 20 teen-age parents the opportunity to complete their secondary school education and gain marketable skills while enrolled in a cooperative education program.

(3) To provide a support group and peer counseling for participants to encourage their completion of high school (GED).

(4) To provide transportation and child-care stipends, where needed, for participants.

(5) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide job development/placement for participants through the College's Job Placement Service and the College's JTPA Job Placement Office.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Recruitment information will be prepared and disseminated.

(2) Personal and academic profiles will be prepared for selected participants to determine appropriate placement in occupational cooperative education, a basic skills program, and goal-setting activities.

(3) Tuition, required instructional materials, and tutoring will be provided for participants in GED classes.

(4) Child-care and transportation stipends will be provided.

(5) Each participant will enroll in a course titled, "Women's Development Seminar," which deals with issues such as self-concept, health, interpersonal relationships, career planning, well-being, and working through the negatives of school.

(6) Individual and group counseling related to personal issues, career, life skills, pre-employment preparation, job search/employment, sex-role stereotyping, and vocational sex equity will be conducted.

(7) Through linkages with business, industry, and community agencies, participants will be enrolled and monitored in occupational education programs.

(8) Project staff will evaluate activities, document results, and comply with Department of Education reporting requirements.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The 20 identified participants are individuals who are in need of completing a high school education and gaining marketable skills. They also need personal and academic counseling and other support services such as child care and transportation. Successful completion of a high school education (GED) and occupational education will enable these participants to become more self-reliant. As a result, they will exhibit the economic power that vocational education programs can provide to disadvantaged individuals. This project will enable young women who are teen-age parents to gain marketable skills through the cooperative education program. As a result, they should be self-reliant and able to take care of themselves and their children.

PROJECT: New Focus for Women Who Are Teen-age Parents

DIRECTOR: Ms. Nelia Coleman

LOCATION: Danville Community College
1008 South Main Street
Danville, Virginia 24541

TELEPHONE: 804/797-3553

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $48,790.00

OBJECTIVES:

(1) To provide young women who are teen-age parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education in a regular school setting while enrolled in a cooperative education program through which they will gain marketable skills.

(2) To provide a support group for participants.

(3) To provide support services, including child care and transportation, where needed, for participants.

(4) To provide information and outreach to teen-age parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide job development/placement for participants.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A coordinator/counselor and a part-time secretary will be identified, hired, and oriented to the purposes and philosophies of the program.

(2) Young women who are teen-age parents and who are in need of vocational education and training will be identified.

(3) Assessment of participants' educational, vocational, personal, and socio-economic needs will be conducted. This will assist with the development of a preliminary plan of action.

(4) Cooperative education activities, as developed by the program coordinator/counselor and the College's job placement director, will be provided.

(5) Seminars related to the concepts of sex-role stereotyping and vocational sex equity, effective parenting, and other personal growth and development issues will be provided.

(6) Career goals and realistic long- and short-term objectives for achieving those goals will be established.

(7) Vocational education/training and basic literacy instruction will be provided through Danville Community College and/or the Danville Public School System.

(8) Evaluation of the program will be completed by the project coordinator/counselor and outside consultants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Women who become pregnant during their teen-age years frequently miss opportunities for vocational education and training as well as guidance in establishing realistic career goals. The program will provide a systematic means for these individuals to resume such activities and will enable them to explore nontraditional, non-sex-biased career paths.

PROJECT: Project Opportunity: Bryant Center Teen-age Parent Assistance Project

DIRECTOR: Mr. Armand Sebastianelli

LOCATION: Fairfax County Public Schools
Bryant Adult and Community Education Center
2709 Popkins Lane
Alexandria, Virginia 22306

TELEPHONE: 703/768-0501

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $47,813.00

OBJECTIVES:

(1) To provide 25-30 young women who are teen-age parents and who are dropouts or potential dropouts, with the opportunity to complete their secondary school education in a high school setting while enrolled in a work-study program through which they will gain marketable skills.

(2) To operate a drop-in center, staffed by a counselor, for formal and informal counseling and for scheduled support group meetings.

(3) To provide support services, including the referral of participants to child-care providers and transportation, where needed.

(4) To provide information and outreach to 100 teen-age parents regarding opportunities to complete high school training, acquire marketable skills through cooperative education, and receive related support services.

(5) To provide an opportunity for participants to explore the concepts of sex-role stereotyping and vocational sex equity.

(6) To assist participants in setting and realizing vocational education goals through personal and career counseling, career development, and job-seeking/job-retention skills.

(7) To provide job development and placement of participants.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Local school guidance staff, social service agencies, and the media will be advised of the availability of services for teen-age mothers at the Bryant Center.

(2) Teen-age mothers will be enrolled in the high school completion program, including a vocational cooperative education class and a "Life Management Skills" course.

(3) Counseling services, support groups, and workshops will be provided; and a drop-in center will be operated.

(4) Students will be placed in appropriate jobs via the cooperative education program.

(5) Workshops related to sex-role stereotyping and vocational sex equity will be conducted.

(6) Job development and placement will be provided for participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Teen-age mothers face special problems in meeting the responsibilities of parenthood, completing their education, acquiring appropriate training for employment, and overcoming sex-role stereotyping and related problems in the workplace. This project will demonstrate that these problems can be addressed in a high school setting by using the cooperative education approach and by providing individual and group counseling along with special workshops. The project will not only benefit the participants but also will provide a model for the development of such programs in other localities.

PROJECT: Model Program for Employability Development of Teen-age Parents

DIRECTOR: Ms. Carolyn H. Barrett

LOCATION: Fifth District Employment and Training Consortium
425 West Campbell Avenue
Roanoke, Virginia 24016

TELEPHONE: 703/982-2791

TIME FRAME: July 1, 1987 - June 30; 1988

FUNDING LEVEL: $46,861.74

OBJECTIVES:

(1) To continue to provide 30 teen-age mothers with specialized (nontraditional, when possible) training in marketable occupations during their high school enrollment.

(2) To provide the 30 participants with sufficient support to encourage their continuation and completion of high school.

(3) To provide the 30 participants with "Qualify of Life" and "Employability Skills" training.

(4) To provide job development/placement services for all participants near and upon completion of high school.

(5) To provide information about the program to potential participants.

(6) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Outreach, recruitment, assessment, and enrollment of participants will be conducted.

(2) Contacts will be made and commitments will be solicited from a volunteer advisory committee and employers.

(3) Peer-group sessions for participants will be organized.

(4) There will be on-going enrollment of participants, contact with employers and volunteers, and review/monitoring/reporting by project staff, school personnel, and the JTPA Private Industry Council.

(5) The program will be concluded with placement of participants, final reporting, and evaluation.

(6) Follow-up of participants after their placements will be initiated and conducted. Long-term and short-term results of the program will be measured, evaluated, and reported.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The primary benefit to be derived from the evaluation of this model program will be to determine the supportive services needed to enable teen-age mothers to complete high school, gain employment, and become productive citizens of their communities.

PROJECT: Teen-agers Experiencing Educational Need (TEEN) Project

DIRECTOR: Ms. Carol Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, Virginia 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $49,966.00

OBJECTIVES:

(1) To provide young women who are teen-age parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education in a regular school setting while enrolled in a program through which they will gain marketable skills.

(2) To provide a support group for participants.

(3) To provide support services, including child care and transportation, where needed, for participants.

(4) To provide information and outreach to teen-age parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide job development/placement for participants.

(8) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited through the use of media and through linkages with other community agencies/organizations.

(2) A personal and academic profile will be developed on each participant and will be used in determining

placement in occupational cooperative education and basic skills programs and in assisting students with goal-setting.

(3) Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing, and basic skills needed for personal life management will be provided for participants.

(4) Resource people, including nontraditional role models, will make presentations on topics such as "Expectations vs. Realities," "Goal Setting," "Time Management," "Overcoming the Negatives of School," and "Nontraditional Careers for Women."

(5) Participants will be enrolled in basic skills classes, as needed, and will be encouraged to take GED tests.

(6) After determining abilities, interests, and career goals, participants will be enrolled in occupational education programs and a complementary cooperative education program.

(7) A day-care and a transportation allowance will be provided.

(8) Opportunities for sharing and discussion among participants will be provided.

(9) Through linkages with business, industry, and community agencies, job development/placement will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the TEEN Project, vocational education leading to marketable skills, including programs nontraditional for women, will be provided for teen-age mothers. These are people who otherwise might not be provided vocational education as well as related services (such as personal counseling, academic advising, life skills development, child care, and transportation). A notebook will be developed and shared with others who plan to serve these target groups in the future.

PROJECT: Program to Serve Young Women Who Are Teen-age Parents Through the Cooperative Education Approach

DIRECTOR: Ms. Helen Snyder

LOCATION: Newport News Public Schools
12465 Warwick Boulevard
Newport News, Virginia 23606-0130

TELEPHONE: 804/599-8726

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $49,964.50

OBJECTIVES:

(1) To provide young women who are teen-age parents and who are dropouts or potential dropouts with the opportunity to complete their secondary school education in a regular setting while enrolled in a cooperative education program through which they will gain marketable skills.

(2) To provide a support group for participants.

(3) To provide support services, including child care and transportation, where needed, for participants.

(4) To provide information and outreach to teen-age parents in the designated community regarding the cooperative education program and related support services.

(5) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide job development/placement for participants.

(8) To provide participants with the opportunity to gain addditional job skills through enrollment in an occupational preparation class.

(9) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Young women who are teen-age parents will attend classes for half a day, five days per week. They will receive instruction in parenting, the development of employability skills, and academic subjects.

(2) A cooperative education coordinator will teach the employability skills class and will provide career counseling and life-skills-development counseling.

(3) The coordinator will arrange and manage the students' work experiences and will provide job development/ placement for participants.

(4) Day care will be provided through collaboration with the Newport News Department of Social Services.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program will increase the number of students completing vocational education programs and assist teen-age mothers in gaining marketable skills. As a result, they will be better prepared to become wage earners and assume more financial responsibility for the support of their children. Moreover, students will have an opportunity to explore nontraditional roles and the concept of vocational sex equity for men and women.

PROJECT: Southside Educational Center for Teen-age Mothers

DIRECTOR: Ms. Linda Montgomery

LOCATION: Southside Virginia Community College
Christanna Campus
Route 1, Box 60
Alberta, Virginia 23821-9801

TELEPHONE: 804/736-8484

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide young women (aged 15-19) who are teen-age parents and who are dropouts with the opportunity to complete their secondary school education in a regular school setting while enrolled in a cooperative education program through which they will gain marketable skills.

(2) To provide a support group for participants.

(3) To provide support services, including child care and transportation, where needed, for participants.

(4) To provide information and outreach to teen-age parents in Brunswick, Greensville, Lunenburg, Mecklenburg, and Nottoway Counties regarding the cooperative education program and related support services.

(5) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(6) To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

(7) To provide job development/placement for participants.

(8) To provide the support services necessary to retain participants in training and education programs.

(9) To provide remedial and basic literacy instruction, where needed, for participants.

(10) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The staff will be hired and trained in the purpose and philosophy of the center.

(2) Teen-age mothers in the area will be identified.

(3) Participants will be assessed.

(4) Vocational education/training and literacy instruction will be provided.

(5) Job development/placement will be provided.

(6) Community outreach will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Virginia, like the nation, is experiencing an increase in the number of children born to teen-age mothers. This increase is approaching epidemic proportions. Teen-age mothers tend to give birth to premature, low-birth-weight children, who are almost assured of being educationally slow or "difficult to teach." In addition, documented evidence demonstrates that youth unemployment, education, and childbearing are linked. Teen mothers earn about half as much as women who first give birth in their twenties. Both teen mothers and fathers are far more likely to drop out of school than students who do not have children. This center will address the problems of teen-age mothers by providing education, job-skill training, and job development. Through a "Life Planning Education Program," participants will receive instruction on everything from personal growth to resume writing, with an orientation toward future planning.

PROGRAMS FOR WOMEN TO EXPLORE NONTRADITIONAL
TRADE AND INDUSTRIAL CAREERS

PROJECT: Trade and Industrial Program Skills (TIPS)

DIRECTOR: Ms. Carol Moore

LOCATION: Mountain Empire Community College
Drawer 700
Big Stone Gap, VA 24219

TELEPHONE: 703/523-2400

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $49,939.00

OBJECTIVES:

1. To provide information and outreach to women in the designated community regarding nontraditional trade and industrial programs and related support services.

2. To provide women with an opportunity to explore nontraditional trade and industrial programs, with an in-depth study of three occupational clusters, including the provision of "hands-on" laboratory experiences.

3. To provide support services, including day care and transportation, where needed, for participants.

4. To provide an opportunity to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

5. To provide a support group for participants.

6. To provide personal counseling, career counseling, training in life skills development, and training in pre-employment preparation for participants.

7. To evaluate project activities, document results (including data on the number who enroll in nontraditional vocational education programs), and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

1. Participants will be recruited through print and non-print media and through linkages with community agencies/organizations.

2. A personal, academic, and vocational interest profile will be developed on each participant and will be used for placement in nontraditional trade and industrial programs and basic skills programs, where needed, and will be used in assisting students with goal-setting.

3. After staff determine abilities, interests, and career goals, participants will be enrolled in the exploratory, nontraditional occupational program.

4. Participants will be enrolled in basic skills classes and will be encouraged to take GED tests, as needed.

5. Sessions on the world of work, occupational information, career planning, job-search techniques, resume writing, and basic skills needed for personal life management will be provided for participants.

6. Nontraditional role models will make presentations on topics such as "Math Anxiety," "Where the Jobs Are," "Positive Self-image Building," and "Comparable Worth."

7. Opportunities for sharing and discussion among participants will be provided.

8. An allowance for day care and transportation will be provided for participants.

9. Through linkages with business, industry, and community agencies, job development/placement assistance will be provided for participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through the TIPS Project, vocational education leading to marketable skills in trade and industrial programs nontraditional for women will be provided. These women otherwise might not be provided vocational education as well as related services, such as personal counseling, academic advising, life skills development, day care, and transportation. A notebook will be developed and shared with others who plan to serve the target group in the future.

PROJECT: Breaking Barriers: Women at Work

DIRECTOR: Mr. Jeffrey L. Porter

LOCATION: Patrick Henry Community College
P. O. Box 5311
Martinsville, Virginia 24115-5311

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information and outreach services and recruit 60 women (three groups of 20 each) who wish to explore nontraditional trade and industrial careers.

(2) To provide three ten-week skills courses for each group in three of the following areas: basic engineering drafting, automotive technology, electricity/electronics, welding, and computer fundamentals.

(3) To provide two ten-week lecture/seminar courses to each group on career exploration, vocational sex equity, life skills, and pre-employment concepts/techniques.

(4) To provide daily support group sessions for the participants to assist them in dealing with/understanding vocational sex equity, sex-role stereotyping, and personal conditions which create working problems for women in trade and industrial careers.

(5) To provide financial support for participants with transportation, child-care, tuition, books/materials, and other costs associated with participation in the program.

(6) To provide basic literacy instruction and GED testing for those participants who have not completed high school.

(7) To evaluate the project and document results for dissemination to local, state, and national publications.

PROCEDURES FOR IMPLEMENTATION:

(1) Educational and vocational assessments will be completed for 60 women who will enroll in nontraditional vocational skill areas.

(2) Vocational instruction in three identified nontraditional trade and industrial skill areas will be provided.

(3) Support for participants will be provided through professional counseling, child care, transportation, tuition, fees, books, support group sessions, basic literacy classes, and GED testing.

(4) Training in career development, vocational sex equity, life skills and pre-employment concepts/techniques will be provided.

(5) Semi-annual/annual evaluations of program components will be completed. Questionnaires designed to determine the degree of participant satisfaction will be administered. In addition, evaluations will provide data on the number of clients served, the number who entered advanced training, the number who seek employment in trade areas after the completion of the program, and the number who experience success in employment.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This program will enhance opportunities for women wishing to expand their vocational/career options by including training in nontraditional trade and industrial areas.

PROJECT: Exploration of Nontraditional Trade and Industrial Careers for Women

DIRECTOR: Mr. Christopher A. Smith

LOCATION: Paul D. Camp Community College
P. O. Box 737
Franklin, VA 23851

TELEPHONE: 804/925-2431

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $48,609.00

OBJECTIVES:

(1) To provide information and outreach to women in the Cities of Franklin and Suffolk and the Counties of Southampton and Isle of Wight concerning vocational education opportunities in nontraditional trade and industrial careers.

(2) To provide 30 women within the region with the opportunity to explore three nontraditional trade and industrial careers (Electricity, Electronics, and Auto Mechanics).

(3) To provide child care, transportation, and other support services for participants.

(4) To provide opportunities for participants to explore the concepts of sex-role stereotyping and vocational sex equity for men and women.

(5) To provide a peer-support program for participants.

(6) To provide personal development and career-oriented courses and counseling sessions for participants to enhance their awareness of self and the changing world of work.

(7) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) The project director will organize a project task force composed of various representatives from community organizations and social service agencies by July 30, 1987.

(2) The project director and the project task force will develop and implement an educational/vocational outreach information system.

(3) Technology courses, designed to provide "hands-on" experiences and knowledge in the fields of Electricity, Electronics, and Auto Mechanics, will be offered for participants.

(4) A system of child care and transportation will be provided.

(5) Workshops, seminars, and lectures focusing on issues related to women's educational/vocational enhancement will be presented.

(6) Participants will be required to make bi-weekly counselor visits in addition to attending group counseling sessions held each quarter to address common concerns.

(7) A complete self-assessment and career exploration profile will be developed on each participant.

(8) Personal development and career-oriented courses to enhance awareness of self and the changing world of work will be provided for participants.

(9) Evaluation forms for participants and faculty will be developed to measure the quality and quantity of program activities and participation.

(10) The project director and the program task force will meet on a quarterly basis to review project activities and participation level and to make appropriate recommendations for improvement.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Lack of awareness and opportunities to explore non-traditional trade and industrial careers are perhaps the two main deterrents contributing to the low participation by women in these fields. This project will begin undoing some of the mythical and psychic chains that have restricted women to traditional career patterns and will enhance women's awareness of nontraditional career opportunities. Through vocational course offerings, personal and group counseling, and other support services, internal and external barriers facing participants will be removed while they increase their occupational options. It is anticipated that the results of this project and materials developed during its operation will be shared with area high schools, middle schools, and other agencies able to provide these needed services.

PROJECT: Women in Industrial Training (WIT)

DIRECTOR: Ms. Linnea L. Olson

LOCATION: Southwest Virginia Community College
P. O. Box SVCC
Richlands, Virginia 24641-1510

TELEPHONE: 703/964-2555, Ext. 346 or 347

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information and outreach to women in Southwest Virginia about vocational education programs related to nontraditional trade and industrial careers.

(2) To offer participants an opportunity to explore nontraditional trade and industrial careers.

(3) To provide support services (such as child care, transportation, peer counseling, tutoring, and employablity skills) for participants.

(4) To provide an opportunity for participants to explore sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women.

(5) To provide a support group for participants.

(6) To provide personal counseling, career counseling, training in life skills development, and development of awareness skills.

(7) To evaluate project activities, document results (including data on the number who enroll in nontraditional vocational education programs), and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A nine-month training program in nontraditional skills for careers in engineering will be provided.

(2) Sixteen re-entry Appalachian women will be enrolled in 18 credits of nontraditional skills training in the Fall of 1987, 18 credits of nontraditional skills training in the Winter of 1988, and 50 percent lab training/50 percent industrial learning activity in the Spring of 1988.

(3) Collaboration with industrial personnel, college faculty, and social services personnel will be developed.

(4) Participants will be supported with daily college bus transportation and child care, as needed. Referrals to needed services will be made when appropriate.

(5) Participants will be introduced to sex-role stereotyping in a weekly class.

(6) Peer, personal, academic, and career counseling will be facilitated in a weekly support group, with individual sessions, as needed.

(7) A career assessment package that assists participants with the career-decision-making process will be administered.

(8) Project activities will be evaluated quarterly and at the end of the project. Questionnaires will be completed by everyone involved with the project's implementation.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project provides an opportunity for women in the region to acquire vocational education and training in non-traditional trade and industrial programs. This should enhance their marketability and earning power.

PROGRAMS FOR WOMEN TO EXPLORE HIGH TECHNOLOGY CAREERS

PROJECT: Developmental Implementation of High Technology Exploratory Program for Women

DIRECTOR: Mr. A. William Claussen

LOCATION: New River Community College
Route 100, P. O. Box 1127
Dublin, Virginia 24084

TELEPHONE: 703/674-3600

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $49,861.00

OBJECTIVES:

(1) To recruit 15 women per quarter for three quarters (45 total) into an exploratory program by providing information and outreach to New River Valley women regarding the program.

(2) To provide participants with "hands-on" experiences in high technology programs.

(3) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes), vocational sex equity for men and women, and how these issues are related to opportunities in high technology occupations.

(4) To provide support services, including child care and transportation, where needed, for participants.

(5) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Participants will be recruited for the program through extensive outreach.

(2) Forty-five women (15 per quarter for three quarters) will be enrolled in high technology classes and labs.

(3) Support-group services will be provided for participants.

(4) An open house, a sex equity workshop, and a visitation to area industry will be provided for participants each quarter.

CONTRIBUTIONS TO VOCATIONAL EDUCATION: The outcomes of the program can be duplicated at other institutions that have occupational/technical education

programs. The 45 women who participate in the program will provide valuable input regarding the methods and means of establishing vocational equity both in education and business/industry. They will serve as role models for other women considering postsecondary education and lend support to those students currently enrolled in high technology programs. At the completion of the program, the College's public information officer will develop a publicity packet of recruitment ads featuring photos of the program participants and their personal statements about career choices. All materials from the project will be available for duplication upon request by other schools and colleges. Copies of the brochure, flyer, ad, and all media publicity will be incorporated into the final report to be sent to the Virginia Department of Education and the Virginia Community College System Offices. Also, documentation of the project will be sent to the ERIC system for publication. It is hoped that the project participants will share their successes with other women, especially high school students. The College will invite the women to become members of the Speakers Bureau and the College Alumni Talent Bank.

PROJECT: Nite Owls: Women Exploring High Technology Careers at Night

DIRECTOR: Mr. Jeffrey L. Porter

LOCATION: Patrick Henry Community College
P. O. Box 5311
Martinsville, VA 24115-5311

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information to women on careers as technicians, skilled workers in the technical fields, and new and emerging high technology occupations.

(2) To provide activities, including "hands-on" experiences, to introduce women to the world of high technology.

(3) To provide an understanding of math and science applications related to the use of computers.

(4) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes), vocational sex equity for men and women, and how these are related to opportunities in high technology occupations.

(5) To provide support services, including child care and transportation, where needed, for program participants.

(6) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Information and outreach services will be provided to recruit 45 women (three groups of 15 each) who are interested in exploring new and emerging high technology career fields.

(2) A "hands-on" approach will be used to provide two five-week skills courses from the following areas: Beginning Microcomputers, Computer-aided Drafting (C.D.A. system), and Computerized Bookkeeping/Accounting.

(3) A ten-week course will be provided prior to skills training to merge math/science concepts and to stress practical applications related to computer usage.

(4) A lecture/seminar course on career exploration, vocational sex equity, the effects of sex-role stereotyping and sex bias, and employability skills will be provided. Also, conditions that may create problems for women working in high technology fields will be discussed in the course.

(5) Assistance with transportation, child care, tuition, and books/materials, will be provided.

(6) A ten-week seminar course will be provided as a support session. In this course, experts in high technology careers will present a practical approach to employment in the field.

(7) Cooperative education opportunities will be provided for participants in high technology positions in local business/industry whenever possible.

(8) Basic literacy instruction and GED testing will be provided, where needed, for participants.

(9) The project will be evaluated and results will be documented for dissemination to local, state, and national publications.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The program will provide an opportunity for unemployed/underemployed women in the Martinsville City, Henry County, Patrick County and Franklin County area to obtain marketable skills and explore high technology fields at night. This program will provide assistance with child care and transportation. In addition, enrollment in literacy courses will be an option for those women who have not completed high school. The program will provide women the opportunity to develop and re-evaluate their social/vocational options with the aid of career and vocational counseling.

PROJECT: Southside Women's Center for High Technology Career Exploration and Development

DIRECTOR: Ms. Julia Fleming

LOCATION: Southside Virginia Community College
John H. Daniel Campus
Rt. 1, Box 15
Keysville, VA 23947

TELEPHONE: 804/736-8484

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $50,000.00

OBJECTIVES:

1. To develop and operate the Southside Women's Center for High Technology Career Exploration and Development.
2. To provide information to women on careers as technicians, skilled workers in the technical fields, and new and emerging high technology occupations.
3. To provide outreach and intake services for women seeking training or retraining for high technology careers.
4. To provide participants with an understanding of math and science applications related to the use of computers.
5. To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes) and vocational sex equity for men and women as well as how these are related to opportunities in high technology occupations.
6. To provide participants with classroom and laboratory opportunities (with "hands-on" orientation) for exploration and training in high technology careers.
7. To provide a support group for participants and area women interested in entering high technology careers.
8. To provide support services, including day care and transportation, where needed, for participants.
9. To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

1. The Center for High Technology will be established and staffed.
2. Southside Virginia women will be provided awareness programs, outreach, and training for high technology careers.
3. Sex-role stereotyping and barriers to vocational sex equity will be explored.
4. Participants who desire training and development for high technology careers will be identified.
5. Client assessment and intake services will be provided.
6. Training and exploration for participants interested in high technology careers will be provided.
7. Support services, with specific attention to day care, transportation, and counseling services, and a support group will be provided for participants.
8. Job development and placement opportunities will be provided for participants.
9. The project will be evaluated, and results will be documented.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Virginia, like other states, is undergoing industrial and economic restructuring that is requiring large numbers of high technology specialists. The shortage of skilled technical workers already is limiting the pace and level of this development. A factor contributing to the shortage is the small number of women who have entered high technology and technical careers. This situation is especially serious in rural areas like Southside Virginia, where traditional attitudes and sex-role stereotyping have created insurmountable barriers for women who want to enter higher income careers. One of the major objectives of this project will be to reduce or remove these barriers. This will be accomplished through presentations that develop an awareness of the problem and inform women of the opportunities which are available. Women will be encouraged to pursue an education in these nontraditional areas and will have an opportunity to gain high technology marketable skills.

PROJECT: Women in High Innovative Technology Studies (WHITS)

DIRECTOR: Ms. Linnea L. Olson

LOCATION: Southwest Virginia Community College
Box SVCC
Richlands, VA 24641-1510

TELEPHONE: 703/964-2555, Ext. 347

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $50,000.00

OBJECTIVES:

(1) To provide information to women on careers as technicians, skilled workers in the technical fields, and new and emerging high technology occupations.

(2) To provide activities, including "hands-on" experiences, to introduce women to the world of high technology.

(3) To provide participants with an understanding of math and science applications related to the use of computers.

(4) To provide an opportunity for participants to explore the concepts of sex-role stereotyping (and its negative effects on both sexes), vocational sex equity for men and women, and how the latter is related to opportunities in high technology occupations.

(5) To provide child care and transportation, where needed, for participants.

(6) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) A minimum of 45 women (15 women per quarter) will be identified to participate in the WHITS Project.

(2) Participants will be introduced to the world of high technology through ten weeks of classes, labs, field trips, and a counseling exploratory program. Participants will be advised on continuing their training and will make appropriate applications.

(3) Collaboration with college faculty, industry, the Virginia Employment Commission, and social service professionals will be conducted to maintain program linkages and success.

(4) Participants will be supported through college bus transportation, child-care services, professional and peer counseling, and referral to other appropriate agencies for auxiliary services.

(5) Participants who are interested in the WHITS Project but who are not academically ready will be referred to appropriate developmental programs.

(6) Quarterly evaluations, including questionnaires to community agencies, industry, participants, etc., will be completed to assess the level of project success.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Through this project, women in the Appalachian Region of Virginia will gain exposure to nontraditional high technology vocational education programs. Hopefully, this will lead to further study and employment in careers where women have been underrepresented.

PROJECT: Exploration of High Technology Careers by Women

DIRECTOR: Dr. Geraldine O. Garner

LOCATION: Cooperative Education Program
Virginia Commonwealth University
827 W. Franklin Street, Room 228
Box 2508
Richmond, VA 23284

TELEPHONE: 804/257-0599

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $49,942.00

OBJECTIVES:

(1) To offer career orientation sessions for the target population in order to provide information on high technology career opportunities and quality work experiences.

(2) To develop high technology work experiences which will provide "hands-on" opportunities for women in a wide variety of applications.

(3) To continue to work with an advisory committee composed of two members of the Richmond Chapter of the National Coalition of 100 black women, two area high technology employers, two VCU faculty members, and two project participants. (The Advisory Committee will continue to provide oversight of the project's activities and give insight to the project participants regarding the applications of math and science in high technology fields.)

(4) To increase participation in the multi-dimensional mentor system designed to provide an opportunity for women who are coalition members, college students, high school students, and residents of the community to explore math and science applications in the world of work and explore sex-role stereotyping.

(5) To provide the means for women to take advantage of project activities and quality work experiences by reimbursing single parents, displaced homemakers, and teen-age mothers for transportation and child-care costs.

(6) To provide scientific, community-based high technology experiences from which participants and their children can benefit.

(7) To evaluate and document the results of this project.

PROCEDURES FOR IMPLEMENTATION:

(1) Career orientation sessions will be conducted for participants on a regular basis.

(2) Quality work experiences in high technology settings will continue to be developed, and participants will be placed in "hands-on" experiences related to their individual goals and interests.

(3) A multi-dimensional mentorship program will be developed to match professional women with college women and high school or community women to form "mentor triads." The mentor triads will constitute an on-going, immediate support system for women exploring high technology opportunities.

(4) Six general workshops will be held for the mentor triads in order to facilitate the development of general coping skills needed to succeed in any career field.

(5) Appropriate experiences provided by the Virginia Science Museum will be made available to participants.

CONTRIBUTION TO VOCATIONAL EDUCATION:

High technology changes daily. Academic/classroom training is not enough to keep pace with those changes. Exposure to high technology settings and applications is paramount. This is particularly true for women who may lack confidence and support in pursuing these opportunities. The project is unique because it is a joint effort between higher education and community organizations to enhance the success potential of women in high technology fields.

MINI-GRANTS TO ELIMINATE SEX BIAS AND TO ENHANCE
SEX EQUITY FOR MEN AND WOMEN

PROJECT: Establishment and Operation of a Computer Bulletin Board to Transmit Information on Sex Equity Issues to Educators Throughout Virginia

DIRECTOR: Mr. Christopher R. Cheatham

LOCATION: Henrico County Public Schools
Virginia Vocational Curriculum and Resource Center
2200 Mountain Road
Glen Allen, Virginia 23060

TELEPHONE: 804/262-7439

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $9,999.00

OBJECTIVES:

(1) To set up and operate a computer bulletin board to transmit news, information, and resources concerning vocational sex equity to local school divisions, project directors, and institutions of higher education across Virginia.

(2) To employ a coordinator and procure a computer with necessary peripheral equipment.

(3) To establish a toll-free 800 number for use by vocational educators throughout Virginia.

(4) To program the computer with sex equity information, including current resources, meeting announcements and agendas, laws and regulations, legislative status reports, strategies for promoting vocational sex equity, project abstracts, RFPs, information on model programs, annual reports, annotated catalogue of print and non-print holdings in the Sex Equity Resource Center, and other information requested by the state supervisor for vocational sex equity.

(5) To publicize the service through mailings to key personnel and through presentations at appropriate conferences and meetings.

(6) To provide periodic updates, revisions, and expansion of information on the bulletin board.

(7) To evaluate the service by surveying first-year users.

PROCEDURES FOR IMPLEMENTATION: (1) The position of coordinator will be advertised, interviews will be conducted, and a coordinator will be employed. Computer professionals and Department of Education officials will be consulted in the selection of equipment with maximum compatibility with systems

available to users at the local level. The equipment will be purchased utilizing this information.

(2) The installation of a toll-free 800 number and a dedicated phone line will be coordinated with Henrico County and C&P Telephone Company.

(3) Research and consultation with the state supervisor for vocational sex equity, sex equity project directors across the state, and vocational educators will be conducted to determine range and quantity of information for initial listings on the bulletin board. Computer programming will be completed, and the collected information will be entered.

(4) A letter and a brochure will be developed to introduce the service to vocational educators, project directors, and other appropriate personnel throughout Virginia. Presentations at vocational meetings and conferences throughout the state will be given.

(5) Consultation and research with the state supervisor for vocational sex equity and project directors will be conducted to determine timing and additional information for bulletin board updates/modifications.

(6) A written survey will be developed for users to evaluate the service at the end of the initial period of service. This will be reviewed with the state supervisor for vocational sex equity. Results of the evaluations will be used to revise, refine, and expand the service.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

The computer bulletin board will benefit vocational education in several ways. It will provide vocational educators at the local level with a wide range of information previously unavailable to them or difficult to locate. Information will be provided instantly, thus saving time and money for the local educators and the state office of vocational sex equity. Because the bulletin board will be continuously monitored and updated, the information will be more current than any other method of transmission will allow. The trend toward more exchange of information by computer technology is evident, and the computer bulletin board will serve as a model for others to use in ascertaining wider applications for transmitting information by computer. The computer bulletin board is a desirable and logical addition to the Sex Equity Resource Center. It will aid in publicizing the center and conveying to localities the resources which are available there. Localities will be able to research and review center holdings without travel to Richmond.

PROJECT: Development and Implementation of a Comprehensive Marketing/Publicity Plan for All Services of the Sex Equity Resource Center

DIRECTOR: Mr. Christopher R. Cheatham

LOCATION: Henrico County Public Schools
Virginia Vocational Curriculum and Resource Center
2200 Mountain Road
Glen Allen, Virginia 23060

TELEPHONE: 804/262-7439

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $10,000.00

OBJECTIVES:

(1) To employ a coordinator.

(2) To conduct a review of current statewide marketing efforts for sex equity.

(3) To determine marketing/publicity strategies used by sex equity resource centers outside Virginia and to investigate networking opportunities with other resource centers.

(4) To develop objectives and strategies for marketing the Virginia Sex Equity Resource Center.

(5) To develop marketing/publicity materials to assist in the implementation of the marketing plan.

(6) To implement the marketing plan.

(7) To evaluate the marketing plan at the end of its initial phase and recommend further marketing/publicity strategies.

PROCEDURES FOR IMPLEMENTATION:

(1) The position will be advertised, interviews will be conducted, and a coordinator will be employed.

(2) A review audit of current sex equity marketing efforts will be conducted by consulting with the state supervisor for vocational sex equity and vocational sex equity project directors.

(3) Marketing and publicity strategies of other sex equity resource centers outside Virgina will be researched by conducting a computer search, reviewing existing literature, visiting the Mid-Atlantic Center for Sex Equity, and establishing contact with directors of individual sex equity resource centers.

(4) A written master plan will be prepared for marketing/publicity and will include objectives, strategies, target audience, time frame, support materials, required travel, and evaluation methodology. The plan will be submitted to the state supervisor for vocational sex equity for review/recommendations.

(5) All brochures, letters, displays, and other marketing/publicity support materials will be produced as indicated in the master plan. Production assistance will be secured from the resident graphics arts specialist at the Virginia Vocational Curriculum and Resource Center.

(6) User evaluation forms will be developed for each service of the proposed Sex Equity Resource Center. At the end of the initial phase of center operation, evaluation results will be compiled. Those results will include statistics on center use and other data relevant to the marketing publicity efforts. A final report, with first-year marketing results and recommendations to the state supervisor for vocational sex equity, will be submitted.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Aggressive marketing and publicity directed toward educators, including vocational sex equity project directors, will ensure maximum visibility and use of all materials and services provided by the Sex Equity Resource Center. Maximum use of the center will contribute to a more complete integration of sex equity objectives in the total vocational education program. If vocational educators can easily locate and combine sex equity and curriculum materials, they can improve programs and courses in the localities and contribute to a heightened awareness of vocational sex equity among students, educators, and employers.

PROJECT: Influencing the Sex-role Socialization Process Between Mothers and Daughters

DIRECTOR: Dr. Sylvia B. Mays

LOCATION: The Women's Center
Hollins College
Roanoke, VA 24020

TELEPHONE: 703/362-6664

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $3,918.00

OBJECTIVES:

(1) To inform mothers of the realities of today's workplace, salary differentials for men and women, and the congregation of women in limited career fields.

(2) To develop an understanding of the evolution of the present societal value system regarding women and work.

(3) To foster personal reflection on sex-role socialization and how this is transmitted to children.

(4) To explore the concept of androgyny and how to foster the same in children.

(5) To explore values to determine which are self-limiting and indicative of sex-role stereotyping.

(6) To determine how values are transmitted to children.

(7) To foster active involvement of mothers in helping children identify challenging and rewarding careers suited to the interests and abilities of the individual child.

PROCEDURES FOR IMPLEMENTATION:

(1) The literature will be reviewed to assist with the development of materials appropriate to the objectives.

(2) A course syllabus will be prepared.

(3) The course "And What Are You Going to Be When You Grow Up?" will be advertised in the local media and through the Women's Center mailing list.

(4) Four classes (two in the Fall of 1987 and two in the Spring of 1988) will be offered.

(5) Pre- and post-attitudinal surveys will be used to measure the effectiveness of the course.

(6) The course syllabus and test materials will be packaged and given to the Vocational Sex Equity Office, Virginia Department of Education.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This proposal is an effort to intervene in the socialization process of the home by raising the awareness of mothers of the ways in which sex-specific roles, attitudes, and behaviors are taught to children. Hopefully, as a result of this effort, children will receive more parental support for selection of a nontraditional career. This would complement the efforts to promote sex equity within the educational system.

PROJECT: Innovative Practices and Developments in Vocational Sex Equity: A Monograph

DIRECTOR: Dr. Ervin V. Griffin

LOCATION: Patrick Henry Community College
P. O. Drawer 5311
Martinsville, Virginia 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $6,910.00

OBJECTIVES:

(1) To develop and publish a monograph titled Innovative Practices and Developments in Vocational Equity, which will include a historical review of vocational sex equity, innovative programs/practices, issues related to vocational sex equity, and a futuristic view of vocational sex equity.

(2) To disseminate the monograph to vocational sex equity project directors, colleges and universities, Department of Education personnel, Virginia Community College System personnel, and others.

PROCEDURES FOR IMPLEMENTATION:

(1) Selected individuals with expertise in the area will be invited to serve on an editorial board.

(2) Guidelines for the publication will be developed and disseminated to all vocational sex equity project directors and other interested parties.

(3) Manuscripts will be reviewed by an editorial board, and recommendations for changes/revisions will be made.

(4) The manuscripts will be sent to a printer for typeset and final review by the writers and editorial board.

(5) Copies of the monograph will be disseminated to vocational sex equity project directors, colleges and universities, Department of Education personnel, Virginia Community College System personnel, and others.

CONTRIBUTIONS TO VOCATIONAL EDUCATION: The Vocational Sex Equity Program has become increasingly important in the Commonwealth of Virginia. This project will provide an opportunity for sex equity project staff to provide insights into model programs developed throughout

the Commonwealth. In addition, the monograph will provide graduate and professional students with the latest ideas, innovations, and issues from a practitioner's point of view. Moreover, it will provide administrators with futuristic ideas concerning the role of vocational sex equity for the 1990s and beyond.

PROJECT: Exploration of Nontraditional Careers Through Inservice for Elementary/Middle School Teachers and Counselors

DIRECTOR: Ms. Cheryl S. Joyce

LOCATION: Patrick Henry Community College
P. O. Drawer 5311
Martinsville, Virginia 24115

TELEPHONE: 703/638-8777

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $4,974.85

OBJECTIVES:

(1) To develop a model inservice training program to introduce 60 (three groups of 20 each) elementary/middle school teachers and counselors to vocational sex bias, and its impact on career choice.

(2) To develop career development activities and materials that may be used with students to enhance their awareness of sex equity in personal and vocational choices.

(3) To provide inservice training on vocational sex equity for elementary/middle school teachers and counselors to enable them to work with other teachers, counselors, and parents in their respective settings.

(4) To evaluate the project and document results for dissemination to local and state publications.

PROCEDURES FOR IMPLEMENTATION:

(1) The literature will be reviewed to assist with the development of teacher inservice materials and procedures.

(2) Local school divisions will be asked to encourage teacher and counselor participation in these inservice activities.

(3) The project director will apply to the Teacher Certification Office, Virginia Department of Education, to gain approval for these activities to meet recertification standards for teachers and counselors.

(4) Four hours of inservice training per week for ten weeks will be provided in areas of vocational sex equity and personal/career development.

(5) Activities developed by inservice participants will be compiled and disseminated to provide access to projects developed by classmates.

(6) Quarterly evaluation of the program will be completed to determine participant satisfaction and to solicit recommendations for future topics and activities.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Much effort has been focused during recent years on increasing teacher/counselor awareness of vocational sex equity at the secondary and postsecondary levels. Activities have been developed and implemented to change the misconceptions about nontraditional career choices and to eliminate sex bias from the classroom and from society. However, little effort has been made to prevent the earlier development of sex bias in the attitudes of elementary/middle school students. Preventive efforts during earlier developmental stages will enhance student abilities to make more appropriate personal and vocational choices. As a result of increasing the awareness of elementary/middle school teachers and counselors in these areas, the children with whom they work will be able to develop an open attitude about the world of work and their own place in it. In addition, the knowledge the teachers and counselors acquire can be shared with co-workers and parents.

PROJECT: Promoting Equity and Effectiveness in Vocational Education: The Arlington Way

DIRECTOR: Ms. Sharon Steindam

LOCATION: Thomas Jefferson Intermediate School
Arlington Public Schools
125 S. Old Glebe Road
Arlington, Virginia 22204

TELEPHONE: 703/553-8527

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $9,472.00

OBJECTIVES:

(1) To develop a model program and materials to demonstrate equity and effectiveness in interaction with female and male students in vocational education classrooms.

(2) To demonstrate proactive and affirmative teaching and counseling strategies in the area of vocational education.

(3) To develop skills in selecting and developing equitable and effective vocational education materials.

(4) To create a school and classroom climate that encourages equity in student affective development and career awareness.

(5) To disseminate the model program and materials to school districts.

PROCEDURES FOR IMPLEMENTATION:

(1) A sex equity skills training workshop for promoting vocational education throughout the Arlington School System will be implemented.

(2) A skills-based workshop will be developed to focus on analyzing counseling and enrollment patterns in vocational education classes and programs, attaining equity effectiveness in teacher-student interaction patterns, and identifying and developing sex equitable career, curricular, and counseling materials.

(3) Following the workshop, participating education personnel will have the opportunity to apply for specific follow-up training and technical assistance in their individual schools and classrooms throughout the Arlington School System.

(4) Follow-up training will include, but will not be limited to, the following: telephone assistance, written communication, and materials dissemination concerning the attainment of sex equity in vocational education; school-based sessions on identifying and developing equitable vocational education materials; and individual observations in vocational education classrooms through the use of INTERSECT.

(5) Classroom observations will be followed by private and individualized supervisory sessions to enable vocational education teachers to attain equity and excellence in classroom instruction.

(6) The final project activity will be a culminating conference implemented by project personnel and consultants and involving trained educators from throughout the Arlington School System as presenters. The conference "Attaining Sex Equity in Vocational Education," will include vocational education teachers, counselors, administrators, and related personnel from throughout Northern Virginia (including Fairfax, Falls Church, Prince William, and Alexandria) as participants.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Vocational education teachers in Arlington comprise the primary target audience for this project. They will receive information on the most recent findings in teacher-student interaction patterns and will be observed to have their classroom interaction analyzed. Through supervisory sessions, they will benefit from an individual analysis of their actual classroom behaviors. Counselors and administrators participating in this project represent a secondary target audience. They will be informed of the most recent research concerning sex bias in teacher-student interaction. A final group of beneficiaries will be vocational educators, counselors, and administrators from throughout Northern Virgina who attend a regional conference on sex equity in vocational education. Alexandria, Fairfax, Falls Church, and Prince William public schools will be invited to attend this conference and will be informed of classroom research in their area and the activities occurring in Arlington.

PROJECT: Recruiting and Retaining Women in Educational Administration

DIRECTOR: Ms. Sharon Steindam

LOCATION: Thomas Jefferson Intermediate School
Arlington Public Schools
125 S. Old Glebe Road
Arlington, Virginia 22204

TELEPHONE: 703/553-8527

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $9,677.00

OBJECTIVES:

(1) To recruit female candidates for administrative positions.

(2) To develop strategies to identify available administrative positions.

(3) To create a portfolio of courses, experiences, and skills to increase qualifications for administrative positions.

(4) To practice equitable and effective communication skills.

(5) To analyze the research related to principal and school effectiveness.

(6) To evaluate classroom interaction in terms of race or sex bias.

PROCEDURES FOR IMPLEMENTATION:

(1) Conference materials will be developed, and recruitment strategies will be explored. (July, August)

(2) The first conference, "Recruiting Women into Educational Administration," will be scheduled/advertised; and participants will be recruited. (September, October)

(3) The first conference will be conducted. (November)

(4) The second conference, "Women and Effective School Leadership," will be scheduled/advertised; and participants will be recruited. (January, March)

(5) The second conference will be conducted. (April)

(6) Project data will be evaluated. (May)

(7) The final report will be prepared. (June)

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Women interested in educational administration from five of Northern Virginia's school districts comprise the primary target audience for this two-phase project. Between 40-75 educators from Arlington, Fairfax, Falls Church, Alexandria, and Prince William counties will be recruited for a conference to provide information on the processes used for selecting educational administrators and the role of an educational administrator. It is hoped that the under-representation of women in educational administration will be reduced if a larger number of female candidates are better prepared for dealing with the application process. To increase the retention of female addministrators, a two-day conference will be conducted for 25-50 educators from these five Northern Virginia school districts. They will be trained in the skills needed for effective school leadership, including communication strategies, observation techniques, and relevant research on school effectiveness. These participants will receive training in the INTERSECT Observation System, a means of detecting race and sex bias in classroom interaction. In addition to conference participants, interested individuals who request conference materials comprise a secondary audience for this project. Project efforts should increase the size of the applicant pool, the sophistication of the candidates entering the application process, and the skills/abilities related to effective school leadership.

PROJECT: A Series of Workshops for Persons Who Plan to Use the Guide for Planning Workshops for Prospective Women Entrepreneurs

DIRECTOR: Dr. Barry L. Reece

LOCATION: Division of Vocational and Technical Education
College of Education
232 Lane Hall
Virginia Tech
Blacksburg, Virginia 24061

TELEPHONE: 703/961-5191

FUNDING PERIOD: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $4,266.00

OBJECTIVES:

(1) To print and assemble 60 copies of the Guide for Planning Workshops for Prospective Women Entrepreneurs and to reproduce all ancillaries used in conjunction with this instructional package.

(2) To plan, schedule and promote inservice workshops for persons who plan to conduct workshops for prospective women entrepreneurs. Information regarding the inservice workshops will be sent to selected secondary and postsecondary institutions and community-based organizations throughout Virginia.

(3) To conduct inservice workshops in four geographical regions of Virginia for persons who plan to conduct workshops for prospective women entrepreneurs.

(4) To conduct an evaluation to assess local applications of the workshop guide and document results.

PROCEDURES FOR IMPLEMENTATION:

(1) Sixty copies of the Guide for Planning Workshops for Prospective Women Entrepreneurs will be printed and assembled.

(2) Inservice workshops for persons who plan to conduct workshops for prospective women entrepreneurs will be planned, scheduled and promoted.

(3) Inservice workshops in four geographical regions of Virginia will be conducted.

(4) An evaluation will be conducted to assess local applications of the workshop guide and to document results.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

A growing number of women are considering entrepreneurship as a career option. They are starting small business firms at a rate that is substantially higher than that of men. However, lack of proper planning and preparation are major barriers to success. Because women traditionally have had less access to that information which would contribute to success in entrepreneurship, they face special challenges. They need help in conducting market studies, putting together a business plan, and learning about the physical and mental demands required to open and operate a successful business enterprise. This project will result in the dissemination of a workshop guide suitable for local school divisions, community colleges, and others who wish to sponsor workshops for women who are planning to open small businesses.

IMPLEMENTATION OF THE WOMEN IN NONTRADITIONAL CAREERS (WINC) CURRICULUM

PROJECT: Implementation of Career Education for Teachers in Twelve School Divisions Using WINC

DIRECTOR: Ms. Carol B. McCune

LOCATION: Career Development Consultants, Ltd.
245 Newman Avenue
Harrisonburg, VA 22801

TELEPHONE: 703/434-8579

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $42,514.00

OBJECTIVES:

(1) To infuse the WINC model into existing curriculum in the middle and secondary schools in a region of the state with twelve school districts.

(2) To share the results of this effort with counselors and teachers.

(3) To evaluate and document the results of the effort, including an assessment of its appropriateness for implementation in other parts of the state, and to comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Research will be conducted, and a training model will be developed for use with middle school teachers.

(2) Workshops and follow-up will continue to be provided for secondary school teachers.

(3) The model will be implemented by training teachers to infuse WINC and other resources into their lesson plans according to mandates under the Standards of Learning developed by the Department of Education.

(4) Follow-up and evaluation will be completed to assess the effectiveness of the model.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

This project is designed to impact several hundred teachers who can influence several thousand students during the next school year. Because the project is designed to infuse materials into lesson plans, the project will continue to have an impact after funding ceases. The desired result is long-term continuation of the use of WINC and other sex-fair career resources. This will help young people pursue their interests free of the constraints of sex-role stereotyping. The long-term goal is to increase the enrollment of young

women in traditionally male-dominated vocational programs. This, in turn, should lead to better-paying jobs and increased job satisfaction.

SEX EQUITY RESOURCE CENTER

PROJECT: Establishment and Operation of a Sex Equity Resource Center

DIRECTOR: Mr. Christopher R. Cheatham

LOCATION: Henrico County Public Schools
Virginia Vocational Curriculum and Resource Center
2200 Mountain Road
Glen Allen, VA 23060

TELEPHONE: 804/262-7439

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $25,000.00

OBJECTIVES:

(1) To staff, establish, and operate a vocational sex equity resource center to serve Virginia educators.

(2) To collect, organize, and distribute sex equity materials (print and non-print) provided by the Virginia Vocational Sex Equity Office and acquired by the Resource Center, including materials from business and industry.

(3) To develop an annotated catalogue of resources available from the center and to enter the same into the computer bulletin board.

(4) To maintain a record of materials distributed by the center.

(5) To set up a sex equity library for use by educators, including sex equity project directors.

(6) To create sex equity displays/presentations in the library for use in conjunction with regularly scheduled tours of the Virginia Vocational Curriculum and Resource Center (VVCRC) and to plan and coordinate joint initiatives with the VVCRC librarian.

(7) To assist with in-service activities, as requested by the state supervisor for vocational sex equity.

(8) To advertise the center and its resources to educators statewide.

(9) To evaluate the products and services of the center.

PROCEDURES FOR IMPLEMENTATION:

(1) The center will be staffed and will begin operating.

(2) Print and non-print materials provided by the Virginia Vocational Sex Equity Office will be collected,

organized, and distributed. In addition, new materials (including acquisitions from business and industry) will be added.

(3) A master list of all holdings will be compiled; and an annotated catalogue will be produced, updated yearly, distributed statewide, and entered into the computer bulletin board.

(4) A request form for borrowers will be developed and issued. A complete file of requests will be kept, and a record of distributed materials will be maintained.

(5) A sex equity library will be established, with the capacity for computer and library research.

(6) The VVCRC director will be consulted concerning scheduled tours. Displays/presentations appropriate to interests of identified tour groups will be prepared.

(7) The resident VVCRC curriculum librarian will be contacted to review library use and to coordinate inclusion of sex equity materials in other vocational education activities of the curriculum library.

(8) Assistance with in-service activities will be provided.

(9) The proposed master plan for marketing/publicity will be completed, and the plan objectives will be implemented.

(10) User evaluation forms for all center products and services will be devised and utilized. Results at the end of the initial period of service will be compiled, and an evaluative report for the state supervisor of vocational sex equity will be provided.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

Staff of the Sex Equity Resource Center will establish a central point for collecting, organizing, housing, publicizing, and distributing the materials acquired and generated by the Virginia Vocational Sex Equity Office. Location of the Sex Equity Resource Center at the VVCRC will ensure adequate staff support, adequate space for present holdings and future acquisitions, and accessibility to both educators and the Virginia Vocational Sex Equity Office. Moreover, coordination with the VVCRC will benefit the vocational education delivery system in Virginia.

STATEWIDE PROGRAM TO ASSIST TEACHERS AND COUNSELORS IN PROMOTING VOCATIONAL SEX EQUITY

PROJECT: Network for Increasing Access and Equity in Vocational Programs

DIRECTORS: Dr. Penny L. Burge
Dr. Daisy L. Stewart

LOCATION: Division of Vocational and Technical Education
College of Education
Virginia Tech
216 Lane Hall
Blacksburg, VA 24061

TELEPHONE: 703/961-5377 or SCATS 230-5377

TIME FRAME: July 1, 1987 - June 30, 1988

FUNDING LEVEL: $74,995.00

OBJECTIVES:

(1) To provide training on vocational sex equity and nontraditional opportunities for vocational teachers and counselors to enable them to work with other teachers and counselors in their region (i.e., a training-of-trainers model).

(2) To continue to work with teachers and counselors who were members of the network in 1985-86 and 1986-87.

(3) To provide follow-up technical assistance to vocational teachers and counselors in each region.

(4) To expand the network to include elementary teachers and counselors as well as business people.

(5) To write, print, and distribute quarterly a newsletter containing information on vocational sex equity laws and issues, tips on promoting vocational sex equity, information on the negative effects of sex-role stereotyping, and other relevant topics, to vocational teachers, counselors, local administrators, Virginia Department of Education staff, and others.

(6) To evaluate project activities, document results, and comply with Department of Education reporting requirements.

PROCEDURES FOR IMPLEMENTATION:

(1) Quarterly issues of the newsletter, Access and Equity, will be distributed.

(2) The 1985-86 and 1986-87 participants will be contacted for continuing leadership.

(3) Recommendations for new participants will be requested from elementary education and guidance supervisors in the Virginia Department of Education, vocational administrators, and community college presidents.

(4) Information will be collected from nominees; and four elementary teachers, four elementary counselors, eight business/industry representatives, eight vocational teachers, and eight vocational counselors will be selected and notified.

(5) Eight of the previous participants will be selected to be funded for continued network involvement in 1987-88, and others will be invited to participate at their own expense.

(6) A workshop involving new and continuing participants will be conducted and evaluated to enhance and expand the existing network for communicating with other educators, students, parents, and community people.

(7) Arrangements will be made for each of the new and continuing network members to plan and conduct four sex equity presentations in their regions.

(8) Technical assistance will be provided in each of four regions in the state. This will include one informational meeting per region and the distribution of instructional materials.

(9) All participants will be assembled for a spring workshop to provide an opportunity for interaction, communication of concerns and successes, and the discussion of ideas for continuing the network.

(10) A final report summarizing evaluations and documenting project activities will be prepared.

CONTRIBUTIONS TO VOCATIONAL EDUCATION:

In spite of past efforts of vocational educators to improve sex equity, enrollment of students in programs nontraditional for their sex is still low. To increase these enrollments, vocational teachers and counselors must be committed to eliminating sex bias and sex-role stereotyping. To strengthen the effort, the network will be expanded to include elementary teachers and counselors and representatives from business and industry. All of these individuals need up-to-date, appropriate informational materials. An expanded, informed network of these educators and business representatives will enhance efforts for achieving vocational sex equity.

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